



Educational Practice Journal

| | | |
|----------------------------------|---|-------------------|
| First Name / Last Surname | Matteo Lindner | |
| Student number at CBNU | 2011905012 | |
| Major | Mathematics Education | English Education |
| School for practicum | Chungbuk National University Highschool | |
| Home university | University of Innsbruck | |
| Telephone number | +82-10-3066-2698 | |
| E-Mail | matteo.lindner@student.uibk.ac.at | |

You are required to write a journal about your practice in a school with the following template.

You should write about your activities in teaching and managing in classroom, and consulting students. Please include information about what you observed and taught, where and when. Also write how the practice affected you; how did you develop as a teacher (or did not), what new did you learn, what was your overall expression of the practice etc.

Please write a journal every day and get proved by the teacher of the class and return the journal to the exchange coordinator at the university (prof. Okhwa Lee). You can upload it on CBNU-practicum wikispaces (<http://cbnu-practicum.wikispaces.com/>).



| General information | | |
|--|---|-----------|
| Date | 19. 09. 2011 | |
| Major activities (observation, support, teaching, testing, classroom/school culture, etc.) | | |
| Type of activity | Description | Duration |
| | 1 Meeting with principal and professors | 1h |
| | 2 Guided tour around the campus | 1h |
| | 3 Special lecture by the principal | 1h |
| | 4 Art class observation | 1h |
| | 5 Korean class observation | 1h |
| | 6 School culture: softball | 1h |
| | 7 Korean culture: homestay | 5h |
| | 8 | |
| Reflection on differences from your home country | <p>a) School uniforms seem to have more advantages than disadvantages.</p> <p>b) Students get new teachers every year: makes it hard to know one's students and their needs and abilities.</p> <p>c) Each grade is on a separate floor (1st grade: 2nd floor, 2nd grade: 3rd floor, 3rd grade: 4th floor). The teachers are assigned to grades and not to classes. Adv.: Teachers know their grade's contents very well. DisAdv.: Teachers might get bored easily (Austria: Up to 8 different grades/teacher)</p> <p>c) Students are allowed to sleep in the classroom: Some teachers let tired students stand up so that they don't fall asleep.</p> <p>d) Students don't learn to speak English basically, the focus is on reading/writing.</p> <p>e) Boys and girls classes are divided in most subjects.</p> <p>f) Students stay at school from 8 a.m. to 10 p.m.</p> <p>g) Students often reply collectively without hand signs. I never saw it happen that a teacher did not get an answer to his question.</p> | |
| List of collected reference materials (pics, documentation, URL) | <ul style="list-style-type: none"> – School overview – Practicum week schedule | |
| Signature of Guiding teacher | name | signature |



| General information | | |
|--|--|-----------|
| Date | 20. 09. 2011 | |
| Major activities (observation, support, teaching, testing, classroom/school culture, etc.) | | |
| Type of activity | Description | Duration |
| | 1 Special education class observation | 1h |
| | 2 English class observation | 1h |
| | 3 Math lesson preparation | 1h |
| | 4 Math teaching (finding the equations of tangents to circles) | 1h |
| | 5 Science class observation | 1h |
| | 6 Worksheet preparation: "Welcome to Estonia!" | 1h |
| | 7 | |
| Reflection on differences from your home country | <p>a) The size of the classes, 40 students and more, makes it very difficult to keep the overview. During the math lesson I held I had very small knowledge about whether the students understood what I was talking about or not.</p> <p>b) The doors of the classes stay open all the time (Explanation: for reasons of air freshness – 40 students and small classrooms produce bad air easily).</p> <p>c) Ex: English class – preparation for SAT reading exams. Topic: Understanding a story about Picasso and his muse.</p> <ul style="list-style-type: none"> – Explanations mainly in Korean – The text is analyzed sentence by sentence by the teacher, who asks the students questions continually – Subjunctive modes: Very important for the SAT exam in Korea, whereas Austrian high school students don't even learn those. <p>d) Korean people cannot read latin handscript, only block letters. On the other hand I cannot read their Hangeul handscript very well.</p> | |
| List of collected reference materials (pics, documentation, URL) | <ul style="list-style-type: none"> – Handout: Picasso article – Readings from an English lesson – Handout: How to make a hydrogen egg bomb – Copy of the teacher's book for 1st grade math, math vocabulary notes (English - Korean) – Information about the Jikji printing museum | |
| Signature of Guiding teacher | name | signature |



| General information | | |
|--|--|-----------|
| Date | 21. 09. 2011 | |
| Major activities (observation, support, teaching, testing, classroom/school culture, etc.) | | |
| Type of activity | Description | Duration |
| | 1 Visiting the Cheongju English center and observing classes there | 3h |
| | 2 Observing French class and Chinese class | 1h |
| | 3 Making a lesson plan (presenting Estonia and Austria) | 1h |
| | 4 | |
| Reflection on differences from your home country | <p>a) The English center was very impressive. Elementary and middle school students can practise speaking English there with native speakers and use their English in situational classrooms (e.g. shop, movie studio, kitchen, restaurant, ...) and all of this for free! The government supported things in Korea all seem to be very new and well-organized. English teacher Lee from England, who has been teaching English in Korea for 6 years, says working at the English center might be the best job you can get as an English teacher in Korea.</p> <p>b) The French class was not too different from Austrian classes. It was more like what we would perceive as language learning in Europe (unlike the Korean English classes)</p> | |
| List of collected reference materials (pics, documentation, URL) | <ul style="list-style-type: none"> – Cheongju English center introduction – Lesson plan: Introducing Estonia and Austria | |
| Signature of Guiding teacher | name | signature |



| General information | | |
|--|---|-----------|
| Date | 22. 09. 2011 | |
| Major activities (observation, support, teaching, testing, classroom/school culture, etc.) | | |
| Type of activity | Description | Duration |
| | 1 Class preparation (making copies, consulting with team teacher) | 1h |
| | 2 Team teaching English: Class 1-3 (First grade, class 3) | 1h |
| | 3 Team teaching English: Class 2-4 | 1h |
| | 4 Team teaching English: Class 2-5 | 1h |
| | 5 Filling out forms and an interview for the school newspaper | 1h |
| | 6 Team teaching English: Class 2-2 | 1h |
| | 7 Club activities: Samulnori & Band | 1h |
| | 8 Korean culture: Traditional market | 1h |
| | 9 | |
| Reflection on differences from your home country | <p>a) The biggest difference is the size of the classes (40 students). In the first lesson we tried to play a get-to-know-game but had to stop it after 10 minutes when we were only half through. I didn't even know where to look – so many eyes were directed at me. ^_^</p> <p>b) The waltz lesson worked better in mixed gender classes, but the boys and girls (aged 16-17 in Western age) were too shy to dance with a partner of the opposite sex. Still, the discipline in mixed classes was better, most likely because my partner Triin was a woman from Estonia, so the girls focussed their attention on her steps while the boys looked at my steps. That means we had one teacher for 20-25 students. Especially in the last class 2-2 (boys), the attention during the Waltz part got lost at some parts.</p> | |
| List of collected reference materials (pics, documentation, URL) | <ul style="list-style-type: none"> – Teaching material: "Welcome to Estonia!" worksheet – "How to dance the Waltz" worksheet – Samulnori information | |
| Signature of Guiding teacher | name | signature |



| General information | | |
|--|--|-----------|
| Date | 23. 09. 2011 | |
| Major activities (observation, support, teaching, testing, classroom/school culture, etc.) | | |
| Type of activity | Description | Duration |
| | 1 Korean culture: Playing traditional games | 1h |
| | 2 Team teaching English: Class 1-1 | 1h |
| | 3 Team teaching English: Class 1-6 | 1h |
| | 4 Video watching: School festivals | 1h |
| | 5 Saying good bye to everyone | 30 min |
| | 6 | |
| Reflection on differences from your home country | <p>After one week, I found some major differences between Korean and Austrian high schools and some minor ones. I want to state the major ones here:</p> <p>a) The English lessons in Korea are very impractical, because the students learn English in theory but don't use it (writing and speaking skill is not trained at all).</p> <p>b) Although the number of students per class is huge and the classrooms tiny, the discipline of Korean students seemed to be much better than their Austrian counterpart's.</p> <p>c) Especially during the homestay on Monday, I got to know the Korean mentality better. The high competitiveness in the Korean society is due to the rapid industrial development in South Korea during the last 50 years. Therefore, it is normal for students to stay in school and work all day long, because their parents also work all day long. It's neither bad or good, just very different from Austria.</p> <p>I heard very few complaints about this system. Maybe that is because many Koreans believe in the capitalist idea, that there is something somewhere in the future, a dream, that can be achieved with hard work, paired with the Confucianist thought that everybody needs to find his/her place within the existing system.</p> | |
| List of collected reference materials (pics, documentation, URL) | <ul style="list-style-type: none"> – Teaching video – Photo CD-ROM – Traditional Korean games information – Caricature of myself – Certificate of completion | |
| Signature of Guiding teacher | name | signature |